

Student Name _____

P



Maryland Comprehensive
Assessment Program

Grade 4
English Language Arts/Literacy
Test Book

Practice Test

Large Print

TEST BOOKLET SECURITY BARCODE

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Section 1

Directions:

Today, you will take Section 1 of the Grade 4 English Language Arts/Literacy Practice Test.

Read each passage and question. Then, follow the directions to answer each question. Circle the answer or answers you have chosen in your test book. If you need to change an answer, be sure to erase your first answer completely.

If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this Section ONLY. Do not go past the stop sign.

Read the passage “Gisela’s Dream Dance.” Then answer the questions.

Gisela’s Dream Dance

by Fabiola Santiago

- 1 In the morning of Gisela’s dance recital, a bird’s chirping woke her up. Gisela hopped out of bed and followed the bird’s song to the window. She flung open her curtains and saw a blue jay near her mother’s purple, red, and orange flowers.
- 2 Gisela smiled. Then her eye began to twitch, the way it always did when she got jittery. Today, Gisela was performing with her dance troupe, The Jewels.
- 3 Gisela wanted to be a great ballerina. But when she looked in the mirror, she found her body too round, too short, too different from the pencil-thin ballerinas she had seen at the Miami City Ballet.
- 4 She was thinking about this when her mother walked in. “Ready for the big day?”
- 5 “Ay, Mami, I’m nervous,” she confessed.
- 6 Mami assured Gisela that everyone feels butterflies before a performance. “You’ve practiced a lot. You dance beautifully. Let’s get you dressed.”
- 7 Gisela couldn’t bring herself to tell Mami what really troubled her heart. She slipped into a lime-green bodysuit and a skirt shaped like an open umbrella. Ballet shoes and a tiara of twinkling stones made Gisela a picture-perfect ballerina. *Almost perfect*, she thought when she looked in the mirror.
- 8 During the drive to the recital, Gisela was quiet. Mami and Abuela did the talking. Papi drove.
- 9 Before Gisela was born, her family had lived in Cuba. They’d never missed a ballet performance. When they moved to the United States, the family had to work hard to start new lives. For a long time, they had only Abuela’s stories to remember the ballet.
- 10 Abuela made Cuba sound grand—blue water, bright skies, and palm trees that sang in the breeze. But her stories about the ballet were the best.
- 11 Sitting in the back of the car next to Abuela, Gisela asked, “Will you tell one of your stories?”

12 Abuela didn't need any begging. "Everyone loved the prima ballerina," she began. "She was the only star—until one day there came a new dancer. There was something different about the new girl. She danced with *alma*—with soul."



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13 "The theater was packed whenever she danced. The prima ballerina became jealous and banished the new girl to dance only on Thursdays, when people were too busy for ballet. But people came even on Thursdays, even when it was raining. Their shouts of '*iBravo!*' could be heard for blocks. The girl had a beautiful soul, and everyone could see that."

14 Gisela loved the story so much that she applauded. She didn't notice that her eye had stopped twitching. That was a good thing, because Papi was parking the car and The Jewels were first onstage.

15 Gisela took her place among the other ballerinas. For a second, she was nervous. But then she stretched her left leg, pointed her toes, and flung her arms out in a lovely arc.

16 She was ready. The curtain rose and Gisela listened for the first notes. The music filled her heart with a special feeling. "Dreams are like flowers that bloom in your heart," the song said.

17 As the music soared, so did Gisela’s soul. Gisela knew her routine. She had practiced many times. Her arms and legs knew what to do, and she felt as light as a bird among the flowers. As she twirled during her solo, Gisela could hear Mami and Abuela cheering.

18 Gisela danced with all her soul.

19 When the curtain came down, she could hear Papi’s voice above the others: “Bravo! Bravo, my Gisela!”

20 Gisela bowed and smiled. Being Gisela felt good.



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1 In paragraph 2, what does **jittery** mean?

- A anxious
- B sad
- C confused
- D shy

2 **Part A**

Which word **best** describes how Gisela’s family feels about her dream of becoming a great ballerina?

- A concerned
- B surprised
- C supportive
- D curious

Part B

Select **two** details from the passage that **best** support the correct answer to Part A.

- A “She was thinking about this when her mother walked in. ‘Ready for the big day?’” (paragraph 4)
- B “‘You’ve practiced a lot. You dance beautifully. Let’s get you dressed.’” (paragraph 6)
- C “They’d never missed a ballet performance.” (paragraph 9)
- D “Abuela didn’t need any begging.” (paragraph 12)
- E “As she twirled during her solo, Gisela could hear Mami and Abuela cheering.” (paragraph 17)

3 Read the sentence from paragraph 13 of the passage.

“The prima ballerina became jealous and banished the new girl to dance only on Thursdays, when people were too busy for ballet.”

What does the word **banished** mean as it is used in this sentence?

- A removed
- B invited
- C suggested
- D prepared

4 Part A

Based on the passage, the new dancer in Abuela’s story

- A feels as worried as Gisela about how she looked.
- B prefers to dance for smaller crowds on Thursdays.
- C wants to become as famous as the prima ballerina.
- D is much more popular than the prima ballerina.

Part B

Which sentence from the passage **best** supports the correct answer to Part A?

- A “‘She was the only star—until one day there came a new dancer.’” (paragraph 12)
- B “‘There was something different about the new girl.’” (paragraph 12)
- C “‘But people came even on Thursdays, even when it was raining.’” (paragraph 13)
- D “‘The girl had a beautiful soul and everyone could see that.’” (paragraph 13)

5 How does Abuela’s story affect Gisela?

- A** Gisela learns how difficult it is to become a talented ballerina.
- B** Gisela worries that her friends will be jealous like the prima ballerina.
- C** Gisela is excited to learn there are other girls who want to be professional ballerinas.
- D** Gisela is inspired to dance like the new ballerina.

6 Gisela’s eye stops twitching because

- A** Papi is parking the car.
- B** she forgot that she has to perform.
- C** Abuela’s story comforts her.
- D** she is excited to perform.

7 Gisela feels confident once she begins to dance because

- A** she knows her parents are in the audience.
- B** she practiced the dance many times.
- C** Abuela’s story keeps running through her mind.
- D** the other dancers calm her down.

8 **Part A**

What is **one** theme of the passage?

- A** Pay attention to others.
- B** Grandparents have wisdom to share.
- C** Meeting other people’s expectations is hard.
- D** Learn to love who you are.

Part B

Select **two** details that **best** support the correct answer to Part A.

- A** “Gisela took her place among the other ballerinas.” (paragraph 15)
- B** “Gisela knew her routine.” (paragraph 17)
- C** “Gisela danced with all her soul.” (paragraph 18)
- D** “When the curtain came down, she could hear Papi’s voice above the others. . . .” (paragraph 19)
- E** “Being Gisela felt good.” (paragraph 20)

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Read the passage “Best Job in the World.” Then answer the questions.

Best Job in the World

by Charlie Campbell

- 1 Meet Huang Shunjie. He might have the best job in the world. The 24-year-old is a panda photographer and zookeeper. Huang spends each day caring for 18 panda cubs at the Giant Panda Protection and Research Center, in China. He prepares their meals of bamboo and milk formula. He checks on their growth and health. And he carries these two-tone fluff-balls between their sleeping pens and their public enclosure.
- 2 The best part? “I can get very close to the baby pandas, which makes many people jealous,” Huang told *TIME*. “I get to hug them all the time.”
- 3 There are, of course, bad parts to any job. In Huang’s case, it’s the regular bites and scratches he gets from the 45- to 55-pound bears. But it’s a small price to pay to spend each day among the pandas’ roly-poly cuteness. They tumble around, balance on their heads, and bop around like furry toddlers. “I’m a full-time daddy for these fluffy baby pandas,” says Huang.



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He-He and Mei-Mei

- 4 Two of the pandas Huang cares for are known worldwide. He-He and Mei-Mei celebrated their first birthday on July 25. They are the only twin pandas born from a wild father and captive mother. This helps widen the animal's genetic pool, which means a better chance at survival. Pandas were among the world's most threatened animals until recently.
- 5 "Mei-Mei is very cute and clingy," says Huang. "But her brother is very naughty. He is one of the wild kids. He loves making trouble."
- 6 Giant pandas are native to China. For many years, they were one of the world's most endangered creatures. Their natural habitat, in bamboo forests, has been destroyed by construction. Pandas must eat 30 to 85 pounds of bamboo every day.
- 7 But populations have recovered in recent years. That's thanks to programs to help pandas breed. Today, there are 1,864 pandas in the wild. That's up from only 1,114 in the 1970s, according to China's National Forestry and Grassland Administration. Two-thirds of them live in nature reserves.

Panda Diplomacy

- 8 As the number of pandas goes up, China is able to send more of them overseas. This is called "panda diplomacy¹." It began in the seventh century, when China sent a pair of pandas to Emperor Tenmu, of Japan. Today, more than 50 pandas live in 18 countries.
- 9 Most famously, China sent a pair of pandas—Ling-Ling and Hsing-Hsing—to the United States after President Richard Nixon's historic visit to China, in 1972. More recently, two pandas were sent to the Moscow Zoo, in Russia, just last month.
- 10 China usually sends pandas to other countries for 10 years. It charges about \$1 million per year for the service. Any offspring remain China's property. The loans often take place along with international trade deals that China's involved in. But if a deal goes sour², China may take the pandas back.

¹**diplomacy:** keeping good relationships between countries

²**deal goes sour:** Deal goes bad.

11 Huang doesn't think about money or politics, though. He thinks about the fact that the pandas he cares for end up bringing joy to millions of adults and children around the globe. "I'm really proud of that," he says.

"Best Job in the World" by Charlie Campbell. Copyright 2019 by Time, Inc. Reproduced with permission of Time, Inc. via Copyright Clearance Center.

9 In paragraph 1, the author states, “And he carries these two-tone fluff-balls between their sleeping pens and their public enclosure.” This means that

- A the pandas move around a lot.
- B the pandas need help walking.
- C the pandas sleep more when they are outside.
- D the pandas sleep and play in different places.

10 Read the sentence from paragraph 4 of the passage.

They are the only twin pandas born from a wild father and captive mother.

In this sentence, pandas that are **captive** are

- A calm near humans.
- B dangerous to humans.
- C cared for by humans.
- D loving toward humans.

11 Part A

Based on the passage, why were pandas considered “the world’s most threatened animals”?

- A** Humans moved into places where pandas live.
- B** It was difficult to find pandas in the wild.
- C** There were not enough panda-breeding programs.
- D** Pandas did not get along well with each other.

Part B

What evidence from the passage **best** supports the answer to Part A?

- A** “He is one of the wild kids. He loves making trouble.” (paragraph 5)
- B** “Their natural habitat, in bamboo forests, has been destroyed by construction.” (paragraph 6)
- C** “. . . more than 50 pandas live in 18 countries.” (paragraph 8)
- D** “. . . China may take the pandas back.” (paragraph 10)

12 Which structure does the author use to organize paragraphs 6 through 8 of the passage?

- A** chronology
- B** cause/effect
- C** problem/solution
- D** comparison

13 Read this sentence from paragraph 6 of the passage.

Giant pandas are native to China.

In this sentence, **native** means that pandas

- A** come from China.
- B** travel to China.
- C** are symbols of China.
- D** can survive only in China.

14 Part A

What is one benefit of the panda diplomacy program?

- A** It helps raise money to protect pandas.
- B** It allows people in many countries to see pandas.
- C** Children can play with pandas.
- D** Pandas have room to play and explore.

Part B

Which detail from the passage **best** supports the answer to Part A?

- A** “Two-thirds of them live in nature reserves.” (paragraph 7)
- B** “It began in the seventh century, when China sent a pair of pandas to Emperor Tenmu, of Japan.” (paragraph 8)
- C** “China usually sends pandas to other countries for 10 years.” (paragraph 10)
- D** “The loans often take place along with international trade deals that China’s involved in.” (paragraph 10)

15 Part A

What is a main idea of the passage?

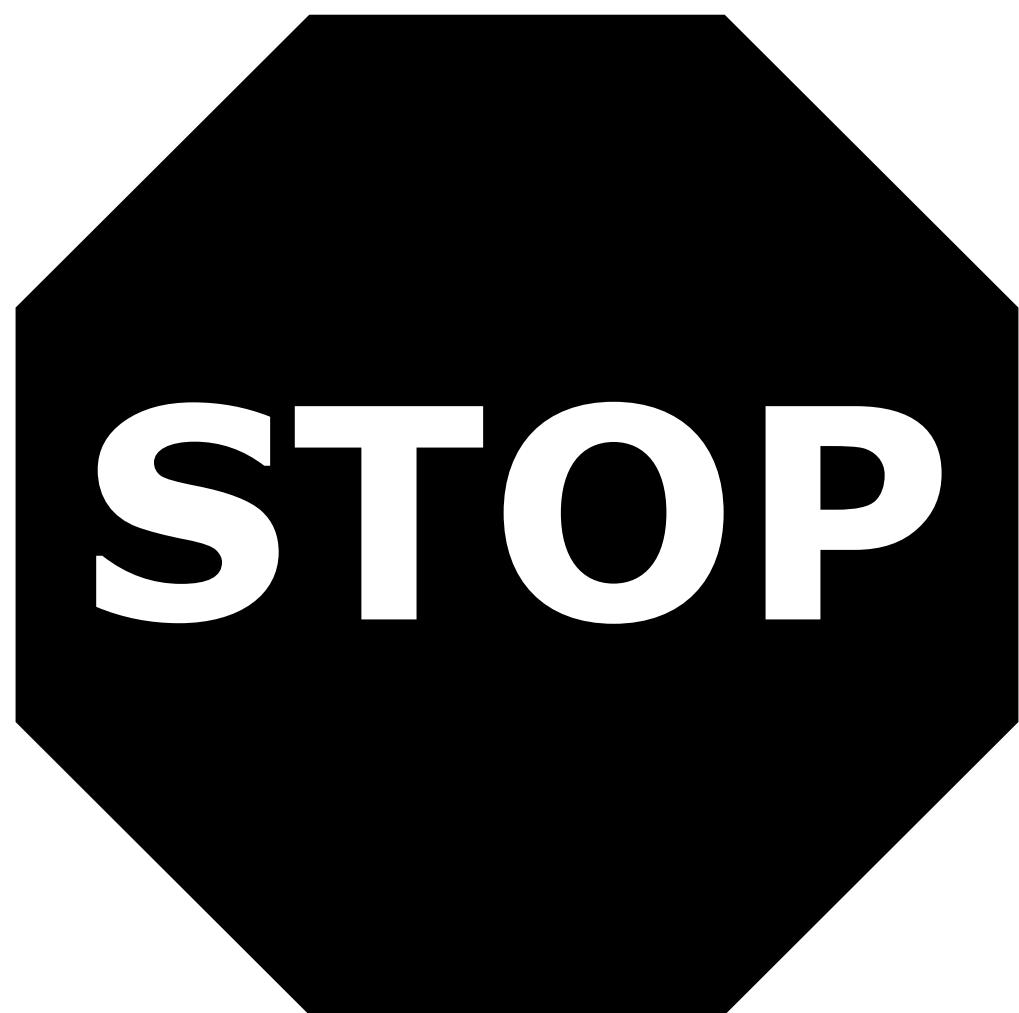
- A Pandas need large amounts of food in order to survive.
- B China is working hard to increase the number of pandas.
- C Two pandas at a research center in China are very popular.
- D Many people enjoy watching pandas play in their enclosures.

Part B

What evidence from the passage **best** supports the answer to Part A?

- A “The best part? ‘I can get very close to the baby pandas. . . .’” (paragraph 2)
- B “He-He and Mei-Mei celebrated their first birthday on July 25.” (paragraph 4)
- C “Pandas must eat 30 to 85 pounds of bamboo every day.” (paragraph 6)
- D “But populations have recovered in recent years. That’s thanks to programs to help pandas breed.” (paragraph 7)





You have come to the end of Section 1 of the test. Review your answers from Section 1 only.



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Section 2

Directions:

Today, you will take Section 2 of the Grade 4 English Language Arts/Literacy Practice Test.

Section 2

Read each passage and question. Then, follow the directions to answer each question. Circle the answer or answers you have chosen in your test book. If you need to change an answer, be sure to erase your first answer completely.

One of the questions may ask you to write a response. Write your response in the space provided in your test book. Only responses written within the space provided will be scored.

If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this Section ONLY. Do not go past the stop sign.

Today you will read the poem “Why is Nita Upside Down?” and the play *Why the Platypus is Special*. Then you will answer questions about the passages and write a response in which you analyze both texts.

Read the poem “Why is Nita Upside Down?” Then answer the questions.

“Why is Nita Upside Down?”

by Emma Hearne, Roxana Bouwer, Sarah Bouwer



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- 1 Nita’s hanging upside down, her long hair tickling at the ground. The trees, the grass, the everything is all the wrong way round.
- 2 Her feet, they poke in the sky. Little Navi is walking by.
- 3 He says, “I’ve seen you here before. You’re upside down again! What for?”
- 4 Her feet swim lightly in the air. She tries to hide behind her hair.
- 5 “It’s h-h-h-hard to t-t-talk,” she says to him. “I’m not the same. I don’t fit in.”
- 6 Navi takes her by the hand. He wants to help her understand.

- 7 They climb to Navi's look-out spot. From up here they can see a lot.
- 8 They perch and have a quiet stare at children playing here and there.



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- 9 Those kids are not the same at all.
- 10 Abe's round.
- 11 Chi's freckled.
- 12 Lala's extra-tall.
- 13 BamBam's wild and must run free, while Lulu reads quietly.
- 14 Look at Freya's crazy hair. And Tim wears glasses everywhere.
- 15 And me, I am just skin and bone. And you are you. You're not alone.
- 16 Each human's sort of strange, you see. That makes you just the same, like me.
- 17 This world is really one big game. To play, we can't all be the same.



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18 Nita feels the right way round, thanks to the new friend she's found.

19 Upside down was never fun. Now she plays with everyone.

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1 Part A

Read line 8 of the poem.

They perch and have a quiet stare at children playing here and there.

The word **perch** means that Nita and Navi are

- A** wondering what to do.
- B** smiling at what they notice.
- C** walking around in silence.
- D** sitting above the playground.

Part B

What evidence from the poem **best** supports the answer to Part A?

- A** “Her feet swim lightly in the air.” (line 4)
- B** “Navi takes her by the hand.” (line 6)
- C** “He wants to help her understand.” (line 6)
- D** “From up here they can see a lot.” (line 7)

2 Part A

In the poem, why does Nita hang upside down and hide behind her hair?

- A** She enjoys playing at the playground by herself.
- B** She thinks she is different from other children.
- C** She wants to make people laugh.
- D** She wants to try something new.

Part B

What evidence from the poem **best** supports the answer to Part A?

- A** “Her feet, they poke in the sky.” (line 2)
- B** “. . . ‘I’ve seen you here before.’” (line 3)
- C** “‘I’m not the same. I don’t fit in.’” (line 5)
- D** “Nita feels the right way round. . . .” (line 18)

3 Part A

What is a theme of the poem?

- A** Being yourself is important.
- B** Be grateful for what you have.
- C** Sharing your talent can be fun.
- D** People can surprise you by their actions.

Part B

What evidence from the poem **best** supports the answer to Part A?

- A** “‘You’re upside down again! What for?’” (line 3)
- B** “She tries to hide behind her hair.” (line 4)
- C** “This world is really one big game.” (line 17)
- D** “To play, we can’t all be the same.” (line 17)

Read the play *Why the Platypus is Special*. Then answer the questions.

Why the Platypus is Special

by Pat Betteley

CHARACTERS:

Narrator 1

Narrator 2

Rainbow Serpent

Big Bagaray

Kangaroo's Wife

Platypus

Goodoo

Fish's Wife

Bungil

Eagle's Wife, Hunter

- 1 **NARRATOR 1:** Long ago, during the Dreamtime, the Rainbow Serpent made three different types of animals. First, Mammals were created. The Rainbow Serpent told them . . .
- 2 **RAINBOW SERPENT:** You will live on land and enjoy a special gift for survival—fur to keep warm.
- 3 **NARRATOR 1:** Next, the Rainbow Serpent made Fish. He told them . . .
- 4 **RAINBOW SERPENT:** You will live in water and enjoy a special gift for survival—gills to help you breathe underwater.
- 5 **NARRATOR 1:** Then the Rainbow Serpent made Birds. He said to them . . .
- 6 **RAINBOW SERPENT:** You will live in the sky and enjoy special gifts for survival—wings to fly and the ability to reproduce by laying eggs.
- 7 **NARRATOR 2:** After the Rainbow Serpent had finished making the three different types of animals, he realized that he had a lot of pieces and parts left over. He joined them together to create a creature unlike any other in the world. He said . . .
- 8 **RAINBOW SERPENT:** You will be called Platypus. I have given you three special gifts to survive. Like the Mammal, you have fur. Like the Fish, you can swim under the water. And like the Bird, the mother Platypus can lay eggs.
- 9 **NARRATOR 2:** At first, things went along swimmingly for Fish. Birds were on top of the world and Mammals felt all warm and fuzzy. But then, they all began to quarrel about which group was the best. The Mammals called a meeting.

10 **BIG BAGARAY:** (thumping his kangaroo tail on the ground) Attention, everyone. I proclaim that Mammals are the greatest of all animals! Only WE have fur!

11 **KANGAROO'S WIFE:** Aren't you forgetting someone, husband? The Platypus has fur. Why not pay him a visit? We can ask him to join in our fight against the Fish and the Birds.

12 **NARRATOR 2:** So the Mammals visited Platypus and asked him to stand with them.

13 **PLATYPUS:** I will carefully consider your request. Thank you for asking me to be a part of your family.

14 **NARRATOR 1:** Meanwhile, a big Murray Cod was speaking at his own meeting.

15 **Goodoo:** (jumping out of the water) My fine, finned fellows, it is obvious that Fish are the greatest of all animals. After all, only WE can swim underwater.

16 **FISH'S WIFE:** (clearing her throat) A-hem. Husband, what about the Platypus? He also spends most of his life underwater. Maybe we should visit Platypus and ask him to join in our fight against Mammals and Birds.

17 **NARRATOR 1:** So, all of the Fish paid a visit to Platypus to ask him to join their cause.

18 **PLATYPUS:** I will carefully consider your request. Thank you for asking me to be a part of your family.

19 **NARRATOR 1:** A few days later, the Birds held a similar meeting.

20 **BUNGIL:** (flapping his wings) Hear ye, hear ye. Anyone can see that Birds are the greatest of all animals. Who else can fly and lay eggs?

21 **EAGLE'S WIFE:** There IS another creature that lays eggs, Husband—our friend, Platypus. We should go to him and ask him to join the Birds in our fight against the Mammals and Fish.

22 **NARRATOR 2:** The Birds flew off to pay Platypus a visit and asked him to join their cause.

23 **PLATYPUS:** I will carefully consider your request. Thank you for asking me to be a part of your family.

24 **NARRATOR 2:** As promised, Platypus carefully considered which group to join. But after much thought, he still couldn't decide. Finally, the animals got tired of waiting. All three groups gathered outside his home on the bank of the billabong¹.

25 **BIG BAGARAY:** Join the best of the best—the Mammals!

26 **GOODOO:** No, join the most special—the Fish.

27 **BUNGIL:** Forget them! Join the best AND most special—the Birds.

28 **NARRATOR 2:** Finally, in the cool evening, Platypus came outside. Everyone grew silent.

29 **PLATYPUS:** My friends, I have decided. I have parts of EACH of you, and parts of ALL of you. And that is exactly the way I wish to stay. So, while I thank you for asking, I choose not to join any of you.

30 **KANGAROO'S WIFE:** Well, I never . . .

31 **FISH'S WIFE:** The nerve!

32 **EAGLE'S WIFE:** What kind of an answer is that?

33 **PLATYPUS:** Let me explain, friends. The Rainbow Serpent made each of us different from the others. Each of us is special. But just because we're special, that doesn't make any of us better than the others. We're just different. So we ought to respect each other, celebrate our differences, and live together WITHOUT fighting.

34 **BIG BAGARAY:** He's right.

35 **GOODOO:** That was a good decision.

36 **BUNGIL:** You are very wise, friend Platypus!

37 **NARRATOR 2:** Now, by chance, a hunter was listening to Platypus talking to the animals that evening.

¹**billabong:** a pool of water made from a stream or flooding.

38 **HUNTER:** Impressive! I will go back to my people and tell them about the extraordinary wisdom of the Platypus.

39 **NARRATOR 1:** That is why Aboriginal Australians rarely hunt or kill a Platypus.

Adapted from, "Why Is the Platypus Special?" Retold by Pat Betteley, *Faces*, January 2013

4 What does the word **quarrel** in line 9 of the play help the reader understand about the relationship between the Mammals, Fish, and Birds?

A They are getting to know each other.
B They are having a disagreement.
C They are the best of friends.
D They are talking with one another.

5 Which quotation from the play *Why the Platypus is Special* **best** supports the idea that the Platypus makes a good decision?

A “As promised, Platypus carefully considered which group to join.” (line 24)
B “Finally, in the cool evening, Platypus came outside.” (line 28)
C “Now, by chance, a hunter was listening to Platypus talking to the animals that evening.” (line 37)
D “I will go back to my people and tell them about the extraordinary wisdom of the Platypus.” (line 38)

6 When Fish’s Wife says “The nerve!” in line 31 of the play, it shows that she

A wants Platypus to change his mind.
B needs support from Kangaroo’s Wife.
C is shocked by Platypus’s decision.
D is unsure what Kangaroo’s Wife means.

Refer to the poem “Why is Nita Upside Down?” and the play *Why the Platypus is Special*. Then answer the questions.

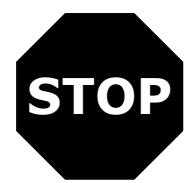
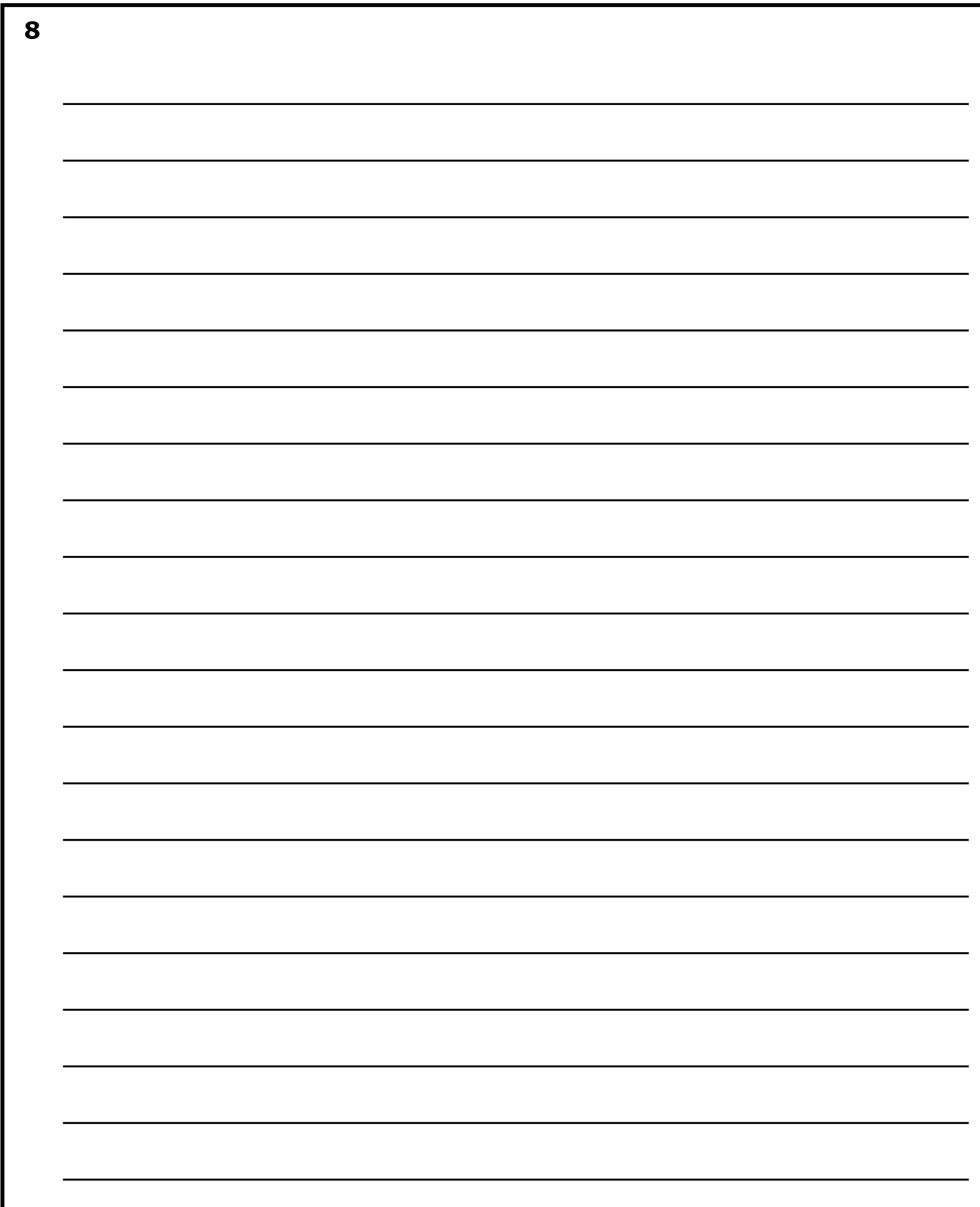
7 Read the sentences Platypus repeats throughout *Why the Platypus is Special*.

I will carefully consider your request. Thank you for asking me to be a part of your family.

These words show that Platypus is similar to Navi in the poem “Why is Nita Upside Down?” because

- A they both take their time to answer their friends.
- B they both are kind to their friends.
- C they both have difficulty understanding their friends.
- D they both feel frustrated with their friends.

8 The poem “Why is Nita Upside Down?” and the play *Why the Platypus is Special* are both about being different. Write a response that explains how the idea of being different is shown in both the poem and the play. Be sure to include details from **both** the poem and the play in your response.





You have come to the end of Section 2 of the test. Review your answers from Section 2 only.



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Section 3

Directions:

Today, you will take Section 3 of the Grade 4 English Language Arts/Literacy Practice Test.

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If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this Section ONLY. Do not go past the stop sign.

Today you will read the passage “An Amazing Airy Adventure” and the passage “Apollo 11: The Eagle Has Landed.” Then you will answer questions about the passages and write a response in which you analyze both texts.

Read the passage “An Amazing Airy Adventure.” Then answer the questions.

An Amazing Airy Adventure

by Michelle Burchett



Adobe Stock

- 1 Imagine jogging early in the morning and hearing voices above you in the sky. Surprised, you look up. A colorful hot air balloon floats peacefully. People in the basket laugh and wave. You wave back.
- 2 Have you ever wondered what it would be like to ride in one of those big, bright balloons? From a distance, it looks exciting. Up close, it's more than exciting. It's an adventure!
- 3 The adventure usually starts before dawn, while it's still dark. Why so early in the morning? Winds tend to be calmest during the first two or three hours of the day, before the sun heats the earth. This gives the pilots the best conditions for launching, flying, and landing.
- 4 The basket is made of woven cane that is extremely sturdy but flexible and relatively lightweight. This is where the passengers and the pilot will ride. After the basket is in place, the crew pulls the folded-up balloon—called the envelope—out of its bag and attaches it to the basket. The balloon is ready to be inflated.

- 5 First, cold air is blown into the envelope using big gas-powered fans. Brightly colored nylon fabric billows as the balloon swells and expands. It only takes about ten minutes to fill the envelope, which is amazing considering that some balloons can hold up to 250,000 cubic feet of air. That's like inflating 250,000 soccer balls!
- 6 Next begins the "burn" to heat the air inside the envelope. The pilot ignites a large propane burner located above the basket.
- 7 When the air is warmed enough for the envelope to rise and lift the basket upright, the passengers quickly climb in. The passengers help keep the balloon on the ground until it's ready to launch. For safety, the balloon is also tied-off, or tethered.
- 8 The pilot repeats safety and landing instructions. After a quick radio check with the "chasers"—members of the crew who will follow the balloon—everyone's ready for the launch. By this time, the sun is just rising. Since balloons are not equipped with lights, they cannot launch until official sunrise.
- 9 The pilot heats the air a little more. The tie-off is released, and balloon and passengers float up, up, up. Lifting off as the sun rises is amazing. Hot air balloons drift at the same speed as the wind, so there's no sensation of movement. It feels like you're floating in a bubble.
- 10 Experienced pilots are very good at "reading the wind." At different elevations, the wind moves in different directions and at different speeds. By firing the burners to heat the air inside the envelope, or by allowing the hot air to cool instead, the pilot is able to cause the balloon to go up or down in order to catch the different winds. This is the pilot's only way of steering. The pilot can also pull a cord to open a flap, or vent, on the upper side of the envelope. The escaping air causes the balloon to rotate.
- 11 When the pilot spots an open field, he asks the chasers to make sure it is not planted with crops that might be harmed by landing. If the chasers have difficulty finding an access road, the pilot guides them from his aerial viewpoint.
- 12 Passengers are amazed at how softly the balloon sets down. The flexibility of the cane basket now shows its usefulness. As the wicker material flexes, it absorbs some of the impact with the ground, making for a softer landing.

"An Amazing Airy Adventure" by Michelle Burchett. Copyright April 2016 by Cricket. Reproduced with permission of Cricket Media via Copyright Clearance Center.

- 1 What does **reading the wind** mean in paragraph 10 of the passage “An Amazing Airy Adventure”?

 - A** The pilot depends on steady wind to fly.
 - B** The pilot understands how the wind is moving.
 - C** The pilot can move the balloon farther than normal in the wind.
 - D** The pilot is certain that the wind will help the balloon land safely.

- 2 Based on the passage “An Amazing Airy Adventure,” why is a burner important to a hot air balloon? Select **two** answers.

 - A** It causes the balloon to spin.
 - B** It helps fill the balloon with air.
 - C** It allows the balloon to move up and down.
 - D** It provides light for the balloon to be able to launch.
 - E** It gives warmth to the passengers in the basket of the balloon.

3 What is the **best** summary of the passage “An Amazing Airy Adventure”?

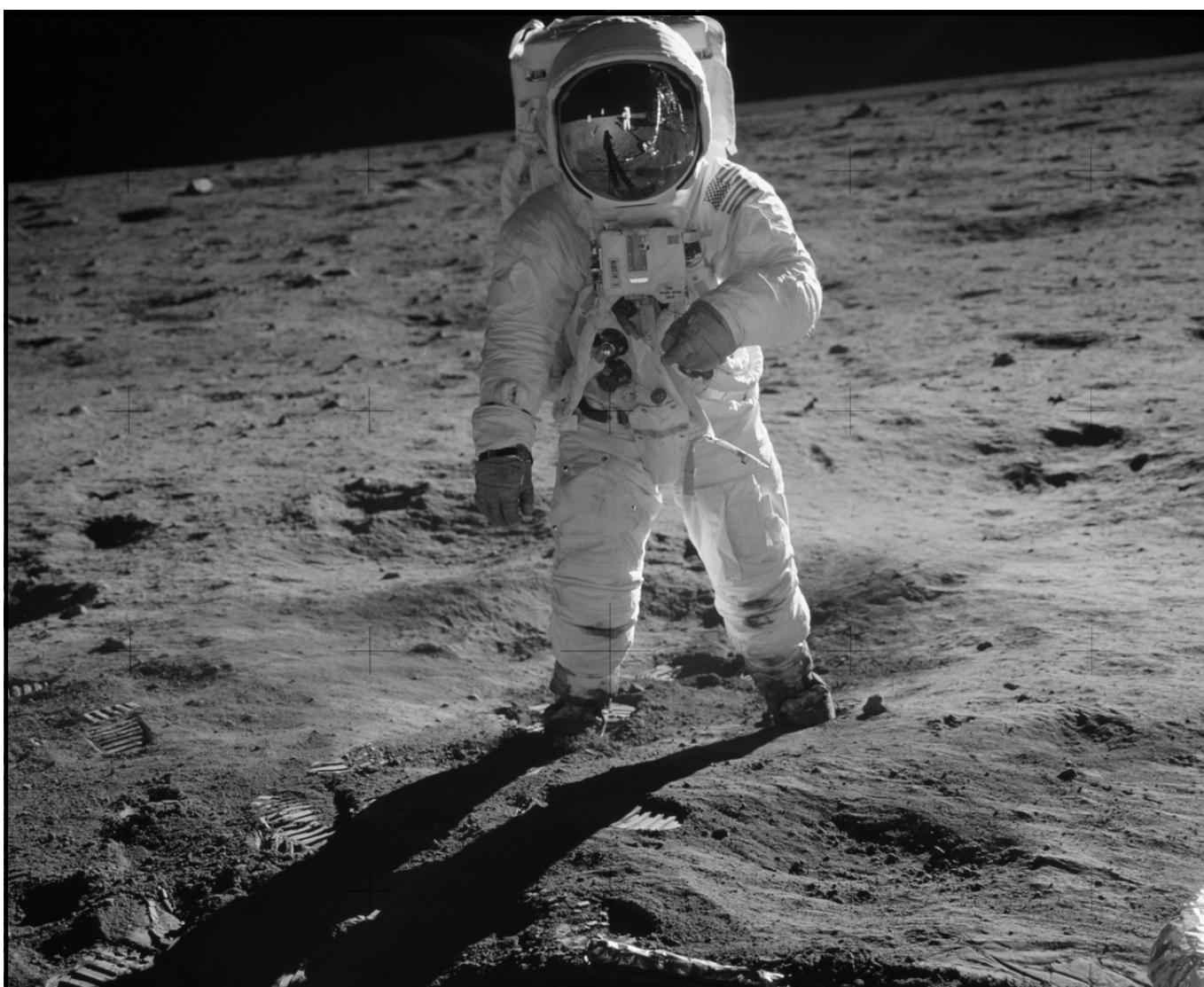
- A Flying in a hot air balloon can begin very early in the morning when the winds are usually calm. The pilot uses different parts of the balloon to make it float high in the sky. The chasers follow the balloon and keep in contact with the pilot.
- B A pilot and a crew of a hot air balloon must prepare it before it takes flight. Once the balloon is ready, the pilot uses only a burner, the wind, and a cord to guide the balloon and control its movement in flight. Before the ride is over, it is important for the pilot and chasers to find a safe landing place.
- C A hot air balloon must launch during daylight since the balloon does not have any lights. The pilot and passengers stand in the basket of the balloon. Many people feel as if they are floating in a bubble on the ride. When it is time to land, the pilot must make sure the balloon does not land in a field full of crops.
- D Crew members help the pilot get the hot air balloon ready for a launch. The pilot provides instructions to the passengers to make sure they are safe, and then the balloon takes flight. They fly up and down and side to side. Chasers follow the balloon in their automobiles.

Read the passage “Apollo 11: The Eagle Has Landed.” Then answer the questions.

Apollo 11: The Eagle Has Landed

by Leigh Anderson

- 1 On July 20, 1969, for the first time in history, human beings stepped onto the Moon. They were American astronauts Neil Armstrong and Edwin “Buzz” Aldrin. “That’s one small step for man . . . one giant leap for mankind,” Armstrong said as he stepped off the ladder. His boots made marks in the dusty grit of the Moon.
- 2 The astronauts had brought a television camera with them. So 242,000 miles away, the world heard Armstrong speak those unforgettable words. People watched in amazement as Armstrong took the first steps on the Moon. Moments later, Buzz Aldrin followed Armstrong out of the lunar module. Meanwhile, astronaut Michael Collins continued orbiting the Moon 69 miles above them. He was in the command ship, *Columbia*, which would take the three astronauts home. But for now Aldrin and Armstrong only had eyes for the surface of the Moon. They had done it! They were the first men on the Moon.



Courtesy of NASA

Buzz Aldrin on the Moon

- 3 Apollo 11 had blasted off from Cape Canaveral, Florida, four days earlier. As the rocket sped them into space, each astronaut's body weight increased to about 1,000 pounds. When the ship finally escaped Earth's gravity, the men became weightless, floating around if they weren't strapped in. It was strange to live in zero gravity—things floated away if they weren't attached to something.
- 4 The crew of Apollo 11 had a smooth flight into space. The astronauts had spent hundreds of hours training for this mission. They learned how to operate the equipment and what to do if something went wrong. And Neil Armstrong knew how much could go wrong. On an earlier space mission, his ship had spun wildly. He could have passed out, but he managed to fix the problem.
- 5 Four days after leaving Earth, astronauts Armstrong and Aldrin climbed into the small, bug-like lunar module called the *Eagle*. They were ready to go down to the surface of the Moon. But an alarm began to sound. The ship's computer was overloaded with information, setting off the alarm. Then, from mission control back on Earth, the astronauts heard the words they were waiting for: "We're go, *Eagle*. Hang tight." They launched the *Eagle*. But a new problem came up: the *Eagle* passed the landing site. Aldrin told Armstrong the *Eagle* was nearly out of fuel. Taking the controls, Armstrong coaxed the ship towards a clear area, trying to land before the engine drank the last bit of fuel. With only 16 seconds of fuel left, Armstrong called the control center in Houston. "The *Eagle* has landed!"



Courtesy of NASA

Buzz Aldrin in the lunar module named the *Eagle*

6 Armstrong and Aldrin took pictures and collected Moon rocks and dust. They placed scientific equipment on the Moon, and did some experiments. Because there was so little gravity, walking felt more like floating. The astronauts described the Moon as black and gray—beautiful in a desert-like way. When their work was finished, Armstrong and Aldrin fired the special engine that lifted the *Eagle* off of the Moon. It was time to head back to the blue, brown, and green planet called home.

“Apollo 11: The Eagle Has Landed” by Leigh Anderson. Copyright May/June 2009 by Appleseeds. Reproduced with permission of Cricket Media via Copyright Clearance Center.

4 What does the phrase **drank the last bit of fuel** mean in paragraph 5 of the passage “Apollo 11: The Eagle Has Landed”?

A The fuel was starting to bubble inside the engine.

B The fuel was making loud noises as it was filling the engine.

C The fuel was spilling outside of the lunar module.

D The fuel was being used up quickly by the lunar module.

5 Based on the passage “Apollo 11: The Eagle Has Landed,” why did the astronauts train for many hours?

A to learn how to pilot the aircraft to the Moon

B to learn what to do in zero gravity

C to practice living as a team in the aircraft

D to practice walking on the Moon

6 Part A

Based on the passage “Apollo 11: The Eagle Has Landed,” why was Armstrong able to land the *Eagle* safely?

- A** He had a better view of the Moon.
- B** He was more familiar with the controls.
- C** He was in contact with people on Earth.
- D** He had experience in unexpected situations.

Part B

What evidence from the passage **best** supports the answer to Part A?

- A** “They learned how to operate the equipment. . . .” (paragraph 4)
- B** “He could have passed out, but he managed to fix the problem.” (paragraph 4)
- C** “The ship’s computer was overloaded with information, setting off the alarm.” (paragraph 5)
- D** “Then, from mission control back on Earth, the astronauts heard the words they were waiting for: ‘We’re go, *Eagle*.’” (paragraph 5)

7 Part A

Based on the passage “Apollo 11: The Eagle Has Landed,” what is one reason the astronauts went to the Moon?

- A** to collect data from the Moon to be able to study it on Earth
- B** to understand how weightlessness on the Moon affected the astronauts
- C** to test whether the lunar module would perform on the Moon
- D** to discover whether communication to Earth would work from the Moon

Part B

What evidence from the passage **best** supports the answer to Part A?

- A** “But a new problem came up: the *Eagle* passed the landing site.” (paragraph 5)
- B** “With only 16 seconds of fuel left, Armstrong called the control center in Houston. ‘The *Eagle* has landed!’” (paragraph 5)
- C** “Armstrong and Aldrin took pictures and collected Moon rocks and dust.” (paragraph 6)
- D** “It was time to head back to the blue, brown, and green planet called home.” (paragraph 6)

Refer to the passages “An Amazing Airy Adventure” and “Apollo 11: The Eagle Has Landed.” Then answer the questions.

8 Based on **both** passages, which **two** features do a hot air balloon and the *Eagle* have in common?

- A** They both have an envelope.
- B** They both have people who track them.
- C** They both need a clear landing area.
- D** They both need a vent to fly.
- E** They both need wind to operate.

9 Which organizational structure do the authors **mostly** use throughout **both** passages?

- A** comparison
- B** problem and solution
- C** cause and effect
- D** chronology

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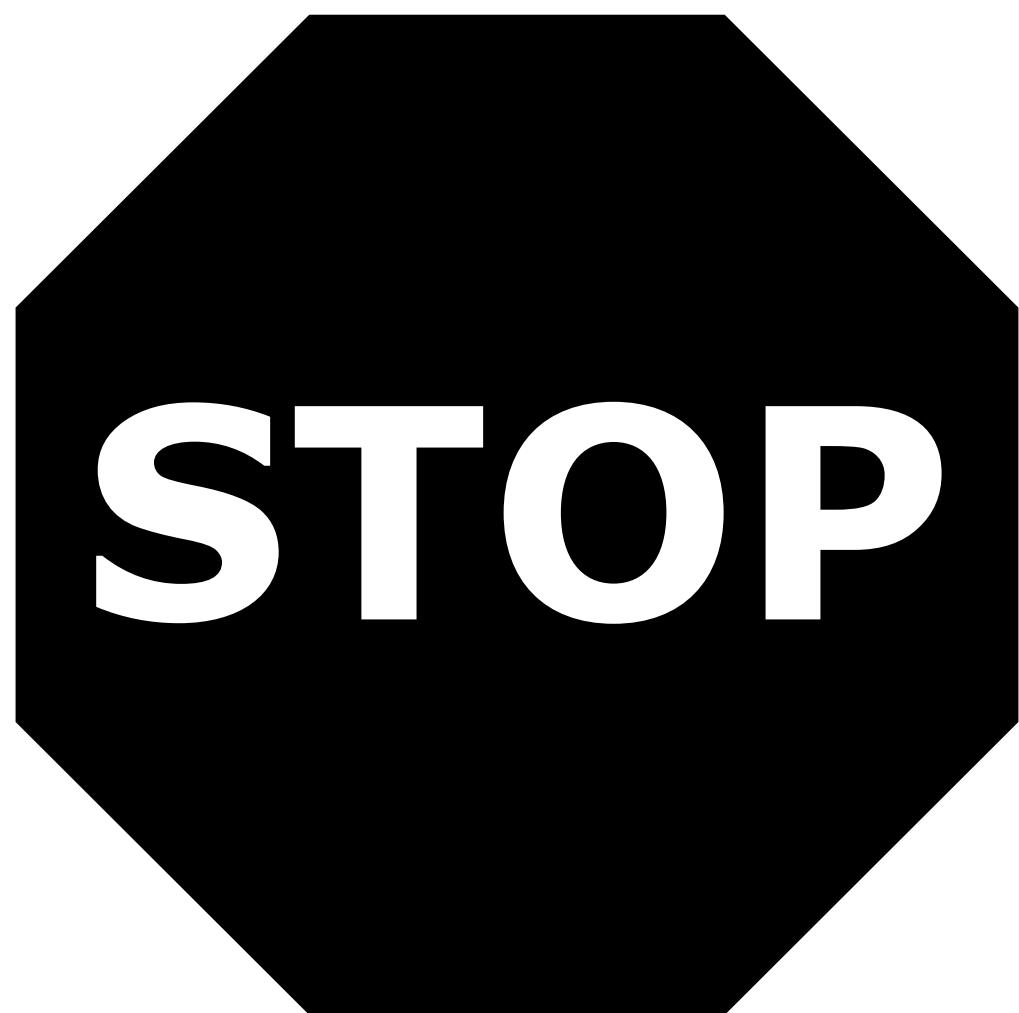
10 In the passage “An Amazing Airy Adventure” and the passage “Apollo 11: The Eagle Has Landed,” the authors discuss taking a flight in an aircraft. Would you rather fly in a hot air balloon or have been on board Apollo 11? Write a response that states your opinion about whether you would like to fly in a hot air balloon or have traveled on Apollo 11. Be sure to use details from **both** passages to support your opinion.

10

10

10





You have come to the end of Section 3 of the test. Review your answers from Section 3 only.



GO ON TO NEXT PAGE

Section 4

Directions:

Today, you will take Section 4 of the Grade 4 English Language Arts/Literacy Practice Test.

Read each passage and question. Then, follow the directions to answer each question. Circle the answer or answers you have chosen in your test book. If you need to change an answer, be sure to erase your first answer completely.

One of the questions may ask you to write a response. Write your response in the space provided in your test book. Only responses written within the space provided will be scored.

If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this Section ONLY. Do not go past the stop sign.

Today you will read the passages “Stopping for Olympic Gold” and “Baseball’s Girl Umpire.” Then you will answer questions about the passages and write a response in which you analyze both texts.

Read the passage “Stopping for Olympic Gold.” Then answer the questions.

Stopping for Olympic Gold

by Angie Kay Dilmore

- 1 Many young athletes dream of competing in the Olympics. They imagine being on the victory stand with a gold medallion around their necks. But not John Woodruff. “I never thought I had that much talent to win a gold medal,” he said.
- 2 John Woodruff grew up in a poor family in the small town of Connellsville, Pennsylvania. Born in 1915, this grandson of former slaves was the eleventh of twelve children.



University of Pittsburgh

- 3 John had a gift. He ran faster than anyone in town. And it wouldn’t take him long to prove it.

- 4 In high school, John joined the football team. At the end of each practice, the team ran sprints and laps around the track. The coaches noticed that John ran consistently ahead of the others. He had potential, but John's mother made him quit the team. Practice continued late into the evening, and John didn't have time to do his share of the work around the house. "I had to cut wood and bring in coal. So football had to go. My chores came first," said John.
- 5 For a short time, John quit school. "This was Depression times. There was very little money in our house," John remembered. "When I went looking for work, nobody was hiring. So I decided to go back to school."
- 6 It wasn't long before the coach asked John to join the track team. This time, his mother approved. Track practice ended early, allowing plenty of time for chores.
- 7 John broke school, county, district, and state records on the track team. And as he ran, he traveled 9 feet with each step, earning him the nickname "Long John." In 1935, John broke the high-school national mile record with a time of 4:23.4 (four minutes, twenty-three point four seconds).
- 8 After his senior year, college seemed to be out of the question. John's family didn't have the money. But thanks to some local businessmen, he received an athletic scholarship to the University of Pittsburgh. With twenty-five cents in his pocket, John left his small town for the big city of Pittsburgh.
- 9 In the summer after John's freshman year of college, he tried out for the Olympic team. At the trials, John outran the best distance runners in the country.
- 10 The Olympic athletes sailed for Germany on July 15, 1936. They spent over a week crossing the Atlantic on the S.S. Manhattan. "I'd never been so far away from home," John recalled.
- 11 John was a beginner compared to the rest of the Olympic runners. Yet he easily won the 800-meter race by 20 yards in the semifinals. The other athletes had anticipated they'd have to pass John to win in the finals. These more experienced athletes boxed John in with a runner in front and another by his side, blocking him from first place. But John ran faster than they knew. With strength, ability, and determination, he sprinted from last place and claimed the gold medal with a time of 1:52.9 (one minute, fifty-two point nine seconds).
- 12 Besides taking home a gold medal, each 1936 first-place winner received an oak sapling, a gift from the German government. John said he "proudly brought the tree home" and presented it to Connellsville. The town planted it beside his high-school stadium. According to John, the local newspaper placed "a plaque under the tree so the kids in the neighborhood would know what the tree represented." Seventy years later, the tree still towers over the track where John began his career.

13 John Woodruff lived to the age of ninety-two and was the last surviving gold medalist from the 1936 U.S. Olympic team. In his room, Woodruff had a photo of himself crossing the finish line—a constant reminder that he had beat the odds and accomplished an amazing feat. John remembered, “I was very proud of that achievement and I was very happy—for myself as an individual, for my race, and for my country.”

“Stopping for Olympic Gold” by Angie Kay Dilmore. Copyright © 2008 by Highlights for Children. Reproduced with permission of Highlights for Children via Copyright Clearance Center. Photograph reproduced with permission of the University of Pittsburgh.

1 According to the passage “Stopping for Olympic Gold,” why is the oak tree important?

- A The tree is located next to the plaque.
- B The tree is a reminder of John’s accomplishments.
- C The tree was planted in a beautiful area by the stadium.
- D The tree has continued to grow throughout John’s lifetime.

2 **Part A**

How is the passage “Stopping for Olympic Gold” **mostly** organized?

- A problem/solution
- B chronological order
- C comparison
- D cause/effect

Part B

Select **two** pieces of evidence from the passage that **best** support the answer to Part A.

- A “In high school, John joined the football team.” (paragraph 4)
- B “John broke school, county, district, and state records. . . .” (paragraph 7)
- C “The Olympic athletes sailed for Germany on July 15, 1936.” (paragraph 10)
- D “. . . he easily won the 800-meter race. . . .” (paragraph 11)
- E “. . . Woodruff had a photo of himself crossing the finish line. . . .” (paragraph 13)

3 According to the passage “Stopping for Olympic Gold,” select **two** reasons why it was surprising that John won the 800-meter race in the finals of the 1936 Olympics.

- A** He had only local coaches to train him how to run races.
- B** He was still in college when he decided to race in the trials.
- C** He was a beginner compared to the other Olympic runners.
- D** He was boxed in by runners trying to keep him from getting first place.
- E** He spent a week crossing the Atlantic Ocean on a ship to get there.

GO ON TO NEXT PAGE

Read the passage “Baseball’s Girl Umpire.” Then answer the questions.

Baseball’s Girl Umpire

by Glenna Marra

- 1 Twelve-year-old Amanda Clement raced to the ballpark across the street from her house in Hudson, South Dakota. She couldn’t wait to join her brother, Hank, and the boys for a game of baseball.
- 2 Would they let her play? She could throw, run, and bat as well as any of them, but they let her play only when they needed her. She would probably have to umpire again. At least she’d be part of the game. Amanda knew all the rules, and the boys could count on her.
- 3 Over the next few years, local teams began asking her to call their games, too. One summer day in 1904, Amanda and her mother traveled to Hawarden, Iowa, to watch Hank pitch in the championship semiprofessional game. Two local teams were scheduled to play a game before the semipro teams. Amanda agreed to be the umpire. Little did she know she’d be making baseball history that day.
- 4 As Amanda finished the morning game, she saw two men walking toward her. To her surprise, they were the managers of the semipro teams. They were impressed with her umpiring and wanted her to call the afternoon championship game. They would even pay her.

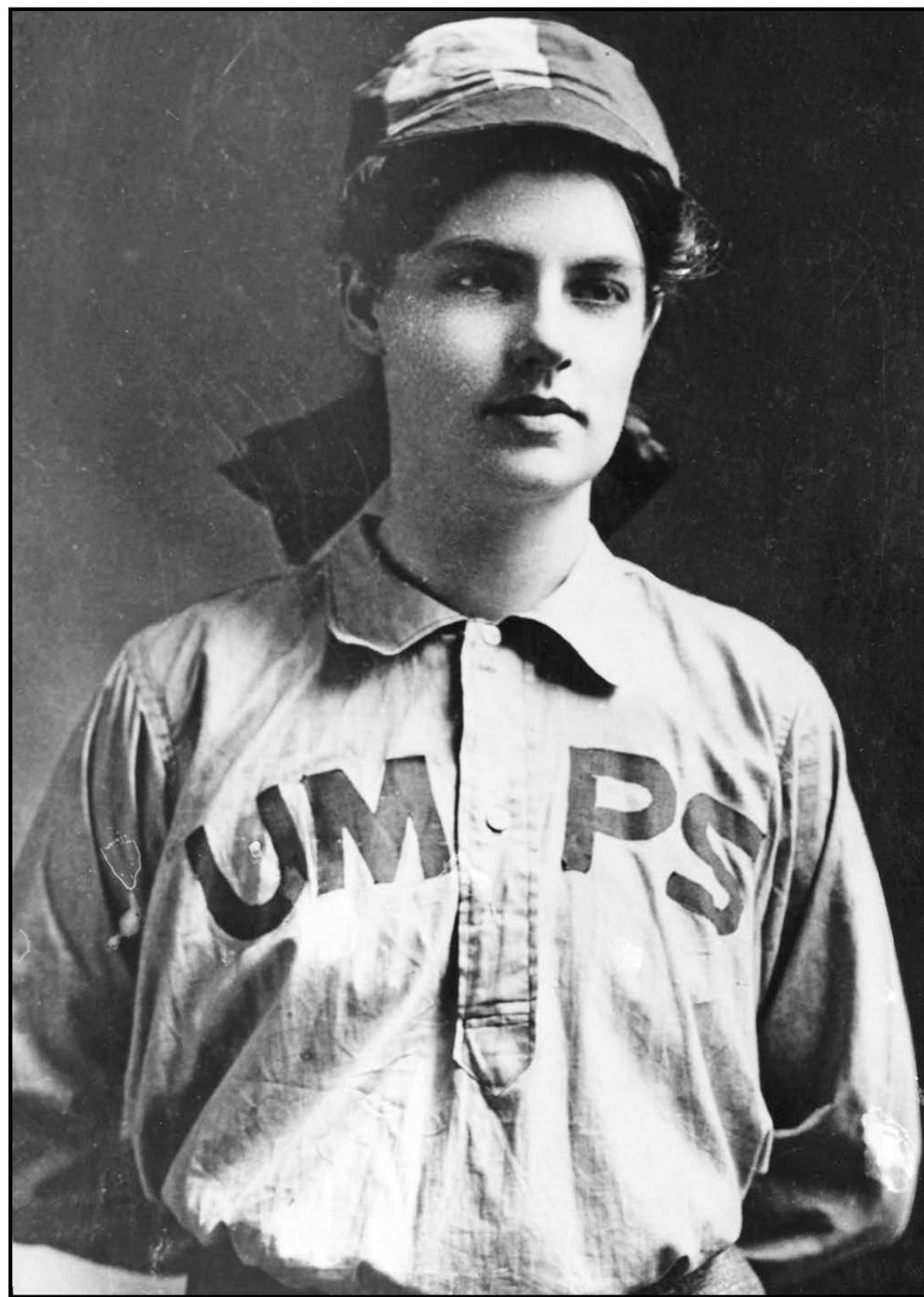
Making History

- 5 The large crowd watched in disbelief as the 5-foot-10-inch 16-year-old took her position behind the pitcher’s mound, where umpires stood. She was about to become the first female paid to umpire a baseball game.
- 6 “Strike!” “Ball!” “Safe!” “Out!” Amanda was calm and confident and made her calls fairly. She was “right on the spot,” watching closely as each play was made.
- 7 News of Amanda’s expert umpiring spread. Newspaper reporters said that she “knows her baseball book,” is “the possessor of an eagle eye,” and “is absolutely fair.” Managers began to ask for her first when they needed an umpire.
- 8 Amanda was popular with the fans, too. She “makes a hit with the crowd when she throws up her right arm and shouts, ‘Stee-rike,’” wrote a reporter. At one game, the spectators weren’t happy with the umpire and insisted on replacing him with Amanda. They decided to collect the money to pay her and hired a car to take her to the game.
- 9 Amanda became a big attraction. Posters that said “The Only Lady Umpire in the World” drew large crowds to games. She made “an inspiring sight on the

baseball diamond.” Her uniform was a white blouse, blue ankle-length skirt, cap, and black necktie. Later she wore a shirt with “UMPS” on the front. In those early days of baseball, crowds threw bottles at male umpires and shouted insults like “Kill the umpire!” But Amanda usually received polite comments such as “Beg your pardon, Miss Umpire, but wasn’t that one a bit high?” And if a player was unruly, she wasn’t afraid to stand up to him or take action. Once, she threw out six players in a game.

A Tough Job

- 10 Being an umpire was hard work. Amanda made all the calls for the entire game. She couldn’t take a break and go to the dugout as the players did.
- 11 And she worked in all kinds of weather. She took special pride in umpiring a game that lasted 17 innings on a day when the heat reached 100 degrees. The game ended in a tie at sundown.
- 12 Umpiring suited Amanda. “It isn’t as easy as it looks, but for all that, there is a good deal of enjoyment in the work. Of course the players kick sometimes, just awfully, but not when I’m umpiring. . . . You’ve got to have confidence in your ability or you won’t do well at anything.”
- 13 Amanda’s career as an umpire lasted six years. She called about 50 games each summer and was paid a top fee for the time, \$15 to \$25 a game. With her earnings, Amanda paid for college, where she studied physical education.
- 14 Many years later, other women followed in Amanda’s footsteps as umpires. Today, women are referees in professional soccer, basketball, football, and tennis.



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“Baseball’s Girl Umpire” by Glenna Marra. Copyright © 2017 by Highlights for Children. Reproduced with permission of Highlights for Children via Copyright Clearance Center. Photo from the National Baseball Hall of Fame and Museum.

4 Part A

What is the meaning of the word **spectators** as it is used in paragraph 8 of the passage “Baseball’s Girl Umpire”?

- A** people who play a game
- B** people who watch a game
- C** people who judge a game
- D** people who coach a game

Part B

What evidence from paragraph 8 **best** supports the answer to Part A?

- A** “. . . ‘makes a hit with the crowd . . .’”
- B** “. . . ‘Stee-rike,’ wrote a reporter.”
- C** “. . . insisted on replacing him . . .”
- D** “. . . collect the money to pay her . . .”

5 According to the passage “Baseball’s Girl Umpire,” how did Amanda help women through her accomplishments?

- A** Amanda showed other women how to umpire.
- B** Amanda helped increase the amount of money women earn.
- C** Women have become referees in several professional sports.
- D** Women have become more interested in baseball.

Refer to the passages “Stopping for Olympic Gold” and “Baseball’s Girl Umpire.” Then answer the questions.

6 Select **two** sentences that **best** show how John from the passage “Stopping for Olympic Gold” is similar to Amanda from the passage “Baseball’s Girl Umpire.”

- A** Both enjoyed playing many sports.
- B** Both unexpectedly became successful.
- C** Both won awards in their sports.
- D** Both came from large families.
- E** Both had an important impact on sports.

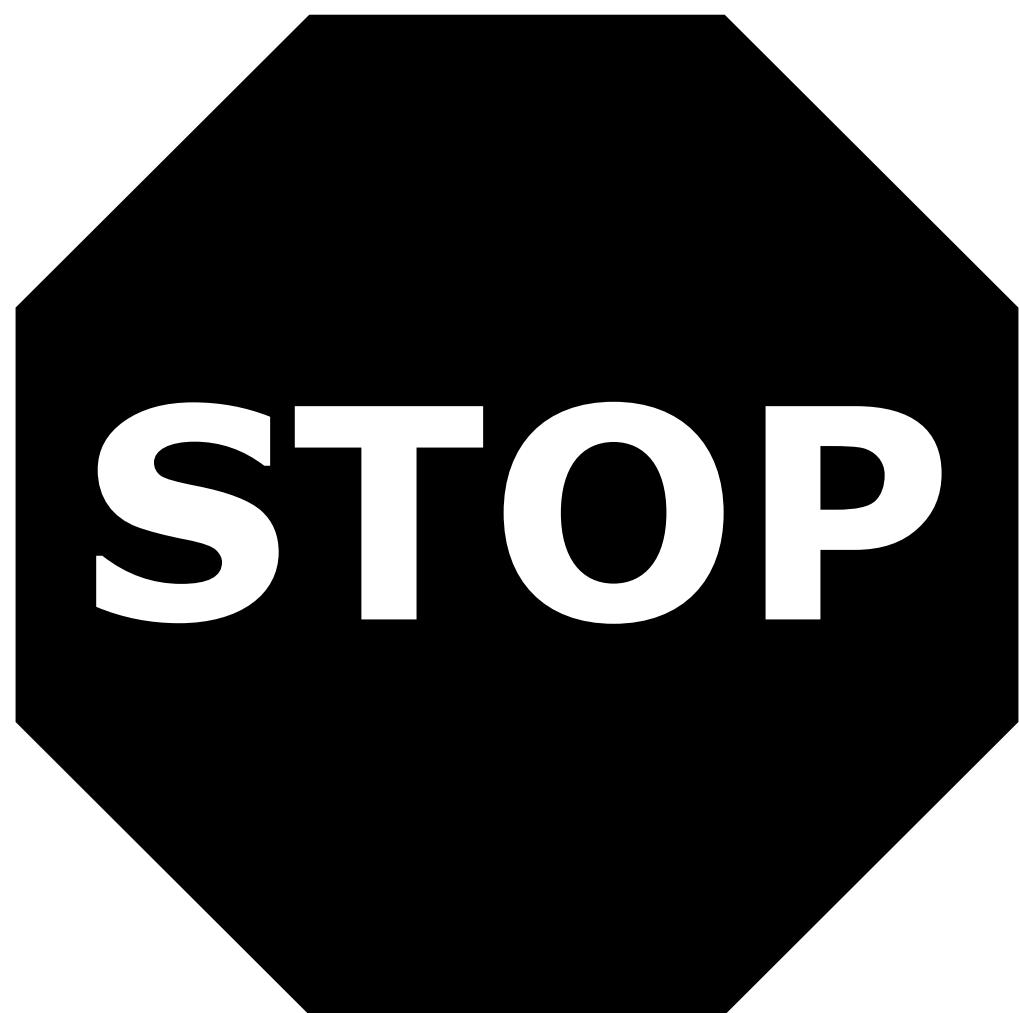
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7 John Woodruff in the passage “Stopping for Olympic Gold” and Amanda Clement in the passage “Baseball’s Girl Umpire” were both outstanding in their sports. Write a response that provides your opinion about which person affected you in a more positive way. Use details from **both** passages to support your opinion.

7

7





You have come to the end of Section 4 of the test. Review your answers from Section 4 only.



4-ELA

